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books of recent years. Each exercise is intended to illustrate some principle of syntax, and is preceded by grammatical references on each division of the topic. The lessons are divided into two parts, the first containing isolated sentences, and the second made up of a continuous passage. The syntax and vocabulary of both are based on chapters of the text. It is syntax, systematized syntax, and that alone that the pupil needs, and a thorough knowledge of syntax is what every college teacher desires. The recent method of continuous prose and haphazard treatment of syntax by way of composition has proved a lamentable failure.

An outstanding feature of the book is the large number of illustrations; there are about one hundred of them, scattered everywhere through introduction, text, and notes. They are well chosen, and cannot fail to prove both entertaining and instructive to the user. It seems a pity that an old picture of the Forum was inserted, labeled "as it is today." Exception might be taken to one or two others, but in general they are excellent.

In summing up my impression of the book, I should say that if the sections on grammar were omitted, and the inaccuracies and obscurities removed, especially from the introduction, the book would deserve much praise by reason of its general plan and some interesting features.

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A Practical Guide to a Scientific Study of the German Vocabulary. By AUGUST PREHN. Oxford University Press, 1912. Pp. xi+257. \$0.75.

It is gratifying to read in the preface of this book the reasons that impelled the author to produce this *Guide to a Scientific Study of the German Vocabulary*. The following excerpts will best convey an idea of the author's position. He says: "In the present manner of teaching the vocabulary of the German language much time and energy are wasted. This waste is due chiefly to a general lack of system in the traditional method of teaching a vocabulary. . . . After pupils have received instruction for two or three years, they are unable to read at sight an easy German book, and neither they nor their teachers have cause to remember with pleasure these years of toil. . . . In preparing this book the author has been guided by the following beliefs: (1) that the vocabulary of the German language may easily be grasped by ordinary minds, (2) that acquiring a vocabulary is the most important feature in learning the language, (3) that grammar is a subordinate part of the work, (4) that the vocabulary and the grammar of a language should be acquired simultaneously, (5) that the grammar ought to be used as an aid in securing correctness."

To remedy the defects alluded to, the author presents an organization of the vocabulary that is to launch the pupil easily but rapidly into the language. The lists of words comprising the book are given in four chapters under the

following headings: (i) "Self-explanatory German Words and Their Derivations"; (ii) "German Words Which Can Be Made Self-explanatory by the Substitution of Consonants or Vowels"; (iii) "Derivatives"; (iv) "Word-Groups." The method advocated in connection with the use of this material is original and unique and the results claimed for it would certainly warrant its use—at least for those who wish to acquire a reading knowledge of German only.

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Principles of Educational Practice. By PAUL KLAPPER. New York: D. Appleton & Co., 1912. Pp. 485.

Part I includes a single introductory chapter on "The Meaning and Function of Education." In Part II, Education as Physiological Adjustment, there are four chapters; in Part III, Education as Sociological Adjustment, four chapters, and in Part IV, Education as Mental Adjustment, a total of sixteen chapters grouped into five which relate to instinct, seven to the intellectual functions, one to emotion, and three to the volitional aspect of mind.

After stating and briefly analyzing four of the relatively recent and much-discussed conceptions of educational aim and function the author adopts a fifth which is equally prominent—education as adjustment of the individual person to his environment; and explains that the manifold relationships which the individual establishes in his efforts to bring about a better adjustment between himself and his surroundings may be satisfactorily comprehended under (1) physical, (2) mental, and (3) moral activities and relationships. Environment is quite simply analyzed as physical and social, and a person's adjustment to both aspects is accomplished by means of his mind. In Parts II and III, therefore, one might expect the discussion to emphasize the things to which education is to adjust the child, or the things between which and the child education is to effect an adjustment, while in the fourth part the emphasis would be upon the mental processes by which the aim is accomplished. Yet so sharp a distinction as this does not appear, because the author so fully appreciates the vital connection between the educative process and the two aspects of the environment already noted that he happily involves each most intimately in his discussion of the other throughout the volume.

What seems likely to strike the reader of the volume as a most excellent general characteristic is that while the topics discussed are those which always appear in books on principles of education, the discussions themselves present an enlightening and delightful intimacy between the simple, clear statements of educational organization and teaching, and a wealth of real, varied, and yet familiar, concrete illustrative examples of the ways in which current procedure violates the principles, and the ways in which practice might be guided by them.